

Standard 4: Diversity

Diversity in Curriculum, Field Experiences, and Assessment

I. Curricular and teaching activities provided to candidates

- Films, group discussions, PowerPoint presentations, internet searches, peer teaching, class projects, sharing of research papers, interviewing of people of different cultural backgrounds outside and in class, debates.
- Cognition and Learning/behavioral social and emotional assessment/consultation Instructional methods are geared toward viewing assessment treatment and consultation from a culturally sensitive perspective
- Case studies selected/ developed to reflect diversity; Observations and evaluations include diversity component (e.g. environmental evaluations must address quality and quantity of diverse visual materials, toys, and adults from diverse backgrounds)
- Community/ class projects: class discussion in EDU719 Deafness: An educational perspective, EDU 250 Introduction to Education
- I fully integrate diversity into my teaching by the texts and associated readings. Every topic has diversity issues integrated into it.
- For EDU 420, candidates examine various ECE curricular models, including how the model responds to student diversity. Candidates also prepare a simulated Parent Open House to describe the curricular approaches of a school, including responsiveness and inclusion of diversity.
- All my teaching involves heavy participation of our candidates in leading directed focus materials within an administrative context. Our program has the highest multi diversity profile in the grad school.
- Group discussions on how to work with culturally diverse children
- Case studies or critical incidents that focus on cultural/anti-bias occurrences in classrooms and ask them to problem solve the issues and their responses.
- In EDU 421- Emergent Literacy - candidates do a Literacy Child Study in which they learn about a child's home and school literacy knowledge, skills, and attitudes. As part of this they consider family literacy practices in diverse settings.
- Cultural Diversity is written into both my undergraduate courses in Social Psych and Personality

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- Use of the WWW as a resource for multicultural education is emphasized in EDF730 and also a part of EDF753 Internet Applications for the Classroom to be taught Spring 2002 for 50 online candidates who are in-service teachers of the deaf funded through the FORUM project.
- Candidates participate in small group discussions, role plays, individual and group presentations, and group web projects in EDF730
- Discussions/presentations on addressing difference in classrooms
- Included teaching @ bilingual/ESL education and methods
- Discussion on demography, changing demographics, impact on leadership, management and planning
- Diversity questions, issues and activities are included in project activities in EDU 439 Methods of Teaching Elementary Mathematics
- PED417 Adapted Physical Education Methods:
 - *Journal Article Summaries related to PE for special needs students*
 - *Modify activities to meet student needs-motor skill instruction*
 - *Assessment methods for special needs students (norm & criterion referenced)*

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II. Guest Speakers

- Deaf and hearing speakers from different ethnic backgrounds (Chinese, Salvadoran, Jamaican, Nigerian, Ugandan, Cameroonian, Thai, Mexican, and others speak to cultural differences)
- Parent Panels- always selected to include parents with diverse backgrounds; Presenters include individuals with diverse perspectives and backgrounds including individuals who are deaf and hard of hearing and who may have other disabilities.
- Kathleen Amos re: genetics
- Parents/Community adults
- Invite K-12 teachers (Diversity) to share their experience teaching science to deaf candidates in EDU 437 and 438
- Amy Wilson addressed my Qualitative Methods class on her dissertation work with deaf communities in Jamaica.
- Parent panel in summer course (2001)
- Fall 2001 EDF730 Multicultural Foundations of Education (Counseling) I have invited 3 diverse guest speakers for Fall 01 class to address: Counseling Culturally and Linguistically Diverse Families, Counseling African American and African American Deaf Clients, and Counseling Gay, Lesbian and Bisexual Clients.
- Fall 200, Dr. Steve Chough, A Korean American Deaf man, lectured EDF730 on Asian Pacific Islander Deaf
- Lindsay Dunn (deaf black male professional in human resources)
- Claudia Gordon (deaf black female lawyer)
- Ramon Rodriguez (deaf Hispanic male professional in education)
- Mary Jane Moore (deaf female lawyer)
- Deaf-Blind student made a presentation to PED417

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III. Multicultural Materials

- Films (PBS/educational), textbooks, books, articles from journals, magazines and newspapers, bulletin board of activities happening in the DC area, include research studies where subjects have diverse backgrounds, qualitative research which includes voices of oppressed
- Readings/ assessment instruments which are sensitive to multicultural issues
- Readings selected to enhance understanding and sensitivity to diversity
- Design of materials in EDU336/437/438 tasks are culturally and educationally appropriate.
- Drama and Diversity by Sharon Grady
- Drama of color by Johnny Saldana
- Using drama to enhance K-12 children's ethnic literacy provoking personal insights into the multiethnic world, which we live, becomes a springboard for examining different ethnic perspectives and worldviews and dispelling stereotypes along the way.
- Articles on the topic of working with culturally different children
- Written textbooks for undergraduates on cultural diversity to supplement regular text.
- Also in Statistics 711, I use data from cross-cultural research to make my candidates area of issues & techniques in this area
- The textbooks for EDF730 include: Deaf Plus, K Christensen (2000), The light in their eyes: Creating multicultural learning communities, S. Nieto (1999), an Introduction to multicultural Education, J. Banks (1999)
- For EDF730 for counseling candidates Counseling the culturally different: Theory and Practice, Sue & Sue (1999)
- In EDF753, Brave new schools: Challenging cultural illiteracy through global networks, Cummins & Sayers (1997)
- For EDF730 Counseling candidates, supported by an Academic Technologies e-curriculum grant I created an online Multicultural Counseling Library for Fall 2001
- Multicultural education videos including Class of '52(African American Deaf), It's elementary (Gay issues in elementary schools), Fear and learning at Hoover Elementary and several on minority deaf.
- Multicultural counseling videos- I have obtained 3 videos that demonstrate techniques for MC counseling and am having them captioned.

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- I have a large library of professional books and multicultural curriculum and children's literature, which I make available to my candidates for their projects and papers.
- Diaz & Weed Methods of Teaching Bilingual Education
- Textbook for human resources course is heavily related to managing workforce in today's diverse and global workplace
- Clippings from newspapers and journals regarding demography, workforce changes, candidate changes
- Design of materials in EDU336, substantial focus on developing materials that are culturally and educationally appropriate

IV. Field Trips

- Each candidate attends two multicultural events outside of the classroom.
- School visits selected to include schools and programs with diverse student populations and faculty
- EDU 250 Introduction to education candidates are to interview a variety of educators
- Field observations at KDES/MSSD related to EDU437/438
- Newseum & Holocaust Memorial for Ethics and Mgmt. ADM 860
- Candidates in EDF730 Summer Session visited the US Holocaust Museum as a class requirement.
- Smithsonian Museum of Arts & Industries, exhibit on Accessibility

V. Assignments

- Research papers:
 - cultural study paper
 - critical issue in multicultural education.
 - Interviews of African American Deaf adult and Asian Deaf adult
 - Readings from multicultural texts and with multicultural perspectives, viewing of films on race in America and education in America in the library.

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- Unit Plan-requires candidate to submit lesson plan and activities that address the abilities and needs of students with disabilities and ethnic differences.
- Candidates write a paper, which reflects their personal position with regard to multiple cultural perspectives in research in my Intro to Research, Advanced Methods of Research and Qualitative Methods courses.
- Candidates setup “literacy supported” learning centers and must describe how their center incorporates and responds to diversity
- EDF 730 Multicultural Foundations of Education (for education, Administration and School Psychology candidates)
- Candidates create multicultural web pages as a course requirement.
- Candidates write Cultural Study and Critical Issue papers which they share in an online library (new requirement 2000-2001)
- Candidates contribute to the Multicultural Resource Library (see above) and this is a requirement for candidates in the summer sections of EDF730
- In all EDF730 classes, candidates participate in an online discussion forum related to multicultural issues, not only in class, but society in general.
- First of two term papers in ADM 880 must be related to diversity
- Final Unit Plan (Critical Assessment Activity) in EDU439 requires candidates to submit lesson plans and activities that address the abilities and needs of students with disabilities, other exceptionalities, and ethnic differences. The disabilities and ethnicities are assigned by the professor prior to candidates developing the unit.
- Videotape assignment to observe and describe motor development progressions for children aged 4 months to 6 *years*. Including Deaf and African American children

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VI. Diversity Related Field Experiences, clinical practice, community service requirements

- Practicing administration of tests
- Observations/tutoring at KDES
- Field trips selected to include schools and programs with diverse student populations and teaching staffs: Kendall Demonstration Elementary School, Prince Georges County Public Schools, Montgomery County Public Schools, Maryland School for the Deaf - Columbia and Frederick campuses
- Both in EDU 719 & EDU250
- Observation at KDES/MSSD relating to EDU437/438
- Candidates in the qualitative methods class conduct a pilot study, which requires them to conduct interviews, observations, and document reviews in a different cultural context.
- We encourage our candidates who are fluent in other languages to know about how to work with children who speak those languages.
- Field experiences are at Kendall preschool which has a majority minority population.
- The majority of the field experiences and placements my candidates participate in are in DC area schools in which a large number of students are of diverse backgrounds.
- PE major candidates enrolled in PED417 Methods of Adapted PE assist in the undergraduate PE activity class Adapted Activities

VII. Candidate Assessment

- In EDU 421 candidates do a Literacy Child Study in which they look for the literacy strengths, and then “next steps” for one child during their field experience. Field experiences are in classes with widely diverse students: multiple language backgrounds, urban/suburban, international students, varied cultural and experiential backgrounds. Assessment of that Child Study includes criteria that on the candidates’ incorporation of contextual (including cultural) background into their analysis.
- In EDU 420 candidates review various ECE models of curriculum. One criteria used is their analysis of the ways in which the curricular model incorporates diversity and global perspectives.
- Culturally/linguistically sensitive practice is stresses through all of the courses in the school psychology program. Assessment is completed through reviewing psychological reports, exams, papers, projects, and class discussion.

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- Most assignments include a reflective self-evaluation addressing their perspectives and goals for self-improvement. Individual meetings with candidates are frequently held to discuss their personal philosophies and goals.
- Video clips (optional)
- Perform a class community project & write up a research paper at least 5 pages explaining the outcomes of the project.
- Class presentation
- Portfolio includes assessment of content and pedagogy
- One-on-one meeting on diversity aspect of the unit
- Observation of their experience in EDU437/438 (Re: Tutoring student at KDES and MSSD)
- I have a set of criteria that I published in my text book which explain the standards of quality I expect to see demonstrated in their work in terms of cultural understanding and inclusiveness.
- I chose to keep individual records (Criteria Check list) for each candidate
- Candidates are expected to develop their own communication profile and also to determine what school settings they are most qualified to work at.
- Criteria for unit plan in EDU439 include assessment of content and pedagogy, as noted. This often, but does not always entail a 1on1 meeting or conversation on the diversity aspect of the unit.
- Candidates write lesson plans and teach activities for candidate peers who simulate various physical disabilities. The candidate assessment includes a component of meeting individual needs during the class teaching. An assessment rubric is used during the presentation. The lesson plan is assessed on inclusion of techniques for modifying activities for the needs of various disabled students.